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ABSTRACT

This document describes a procedure designed to enhance the effectiveness of teaching in intermediate and advanced English as a second language (ESL) classes. The procedure consists of letting students express themselves in writing in their native language (whether French, Spanish, German, Portuguese, or Italian) and having the same students the next day translate their own ideas into correct English. The teacher corrects any glaring errors. This gives the teacher an awareness of actual problems of students who are no longer at the beginning level. The teacher constructs inexpensive programmed learning exercises that permit students to practice the correct version. Although additional work is required of the teacher, the advantages of this procedure and the resulting products are that: (1) each student gets involved in the diagnosis and correction of challenging and interesting ESL problems; (2) a positive approach is taken, which permits learners to produce something that will help them and others communicate on a level that more nearly reflects the actual maturity of the group. Samples of the products resulting from the procedure are provided. (Author/CLK)

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Title

Programmed Materials to Be Used in the Teaching of English as a Second Language (ESL)

These materials can be used with a variety of students, including, but not limited to, the HANDICAPPED, ADULTS, LANGUAGE DEFICIENT, and SECOND LANGUAGE classes.

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Summary

This document describes a PROCEDURE and presents samples of the resulting PRODUCTS. The procedure and products are designed to enhance the effectiveness of teaching WRITING SKILLS in intermediate and advanced English as a Second Language (ESL) classes. The procedure consists of letting students express themselves in writing in their native language (whether French, Spanish, German, Portugese, or Italian) and having the same students the next day translate their own ideas into correct English. The teacher corrects any glaring errors. This gives the teacher an awareness of actual problems of students who are no longer beginning ESL students. The teacher constructs inexpensive programmed learning exercises that permit students to practice the correct version. Although additional work is required of the teacher, the advantages of this procedure and the resulting products are that: (a) each student gets involved in the diagnosis and correction of challenging and interesting ESL problems; (b) a positive approach is taken which permits each learner to produce something that will help self and others communicate on a level that more nearly reflects the actual maturity of the group.

THE PROCEDURE

Here is an outline of the procedure that led to the products reproduced in this document.

1. The students wrote sentences in their first language. For example, one student wrote, "I feel great today!" in whatever is the student's native language.

2. The students translated this into correct English. For example, one student translated the preceding example into, "I feel tall today!"

3. The teacher underlined the error, that is, the word "tall." The teacher inserted the correct word, that is, "great."

4. The teacher constructed a short, simple frame of programmed instruction, such as, "I feel -101- (great OR tall) today!"

   Note A: The -101- identifies the PLACE of the missing word in the item and the PLACE of the right answer in the answer key in the lower right hand corner.

   Note B: The words in parentheses, that is, (great OR tall) limit the correct responses to a finite range from which the intermediate or advanced student can choose. The error replies or distractors are based upon mistakes actually written by class members.

5. The students study programmed pages based upon their own written errors and the mistakes of peers. For example, Bob and Barb study pages 101 and 102; page 101 is based upon the errors written by Bob; page 102 is based upon the errors written by Barb.

6. In and out of class, Bob is able to correct Barb's errors and reinforce her improvements. Barb does the same thing for Bill.

7. For a written exam, the teacher removes the answer key and gives each learner a different exam. Care is taken to make sure that more than memory is being tested.

IN THIS PROCESS, the following can happen:

A. The teacher becomes aware empirically of the specific typical errors are made most frequently in writing by the students in the class.

B. The teacher provides on exercises, activities, and products designed to remedy these errors.

C. The teacher measures the effect of these remedies through teacher testing, peer testing, and self-testing all through the same product.

D. Students become actively involved in the learning process.

THE PRODUCT

Here is a brief description of the material found in this document.

The TABLE of CONTENTS provides an overview and index. The OVERVIEW gives the title of each page and a sample student performance objective. The INDEX is by section numbers. The section number is found in the first programmed paragraph on each page. This is usually in the upper left hand corner.

The directions for use are found in Section 0. The directions are usually given in paragraph format in the student's native language. The next part of the directions, INTRODUCATION TO PROGRAMMED INSTRUCTION, is a repetition of the directions in greater detail, in English, and in programmed format.

Each page of programmed practice has a title, a section number (in the 1st programmed item), several programmed paragraphs or items, and an answer key (in the lower right hand corner). The answer key is in numerical order to permit easy self-evaluation. The numbers in each programmed paragraph are scrambled to discourage looking ahead to the correct answer before reading the next programmed item.

TABLE OF CONTENTS

Page	Section Number	Section Title	Performance Objective → Section Function The student is able to write correctly about:
1	0	Enseignement sans maître (Teaching Machine Format)	Directions on how to use this material
2	1	Everyday English Idioms	Overall survey exam
3	2	Some Useful Everyday Questions	Simple correct usage
4	3	Progress Requires Effort Each Day	Discussion motivation
5	51	Translate into English	Non-programmed writing
6	101	I Am Very Happy Today	Attitude expression
7	102	Right Now, I Feel Like Smiling	Attitude idioms
8	151	A Few Classroom Prayers	Easily slurred words
9	157	The World of Sports and Athletics	Athletic interests
10	402	Going Skiing on the Ski Slopes	Precise terminology
11	411	Automobile -- The Car of My Dreams	Common expressions
12	412	A Definition of Ugly -- A World Without Trees	Intermediate expression
13	413	My Grandfather's Tree	Personal narrative
14	421	I'm Still Not Sure What Went Wrong -- But It Was Unforgettable	Advanced multi-level correct usage
15	451	Learning to Understand the Guitar	Typical expressions

Enseignement sans maître

(Teaching Machine Format)

Ecrivez chaque phrase.

Ecrire la phrase entière avec votre réponse soulignée.

Avant d'aller à l'item suivant, vérifier vos réponses avec celles à l'arrière de la page pour déterminer la réponse correct.

Marquer chaque réponse correct avec "C."

Si vous avez choisi la mauvaise réponse, alors récrivez la phrase avec la réponse correcte.

Introduction to Programmed Instruction

Copy --0-- (the each OR an each OR a each OR each OR of each OR some each) sentence onto your paper.

The first time you do this, --1-- (out copy OR copy on OR write out OR out write OR to write OR writing) the entire sentence.

Then, --5-- (choice OR to choice OR to choose OR choose OR chose) the answer you think is correct.

Then, --9-- (line OR underline OR subline OR sousline OR underligne) the answer you have chosen.

The --13-- (goodly OR correct OR wrong OR bad OR incorrect OR erroneous) answers are at the bottom of this page.

Correct each --17-- (reponse OR responses OR answer OR replies OR replying) for yourself.

Do this --3-- (after OR before OR after you OR before you) going on to the next paragraph.

Learning to Improve : Keep --7-- (the record OR a record OR record OR recording OR to record) of those questions you miss the first time.

These will be the one you should --11-- (study OR to study OR studying OR studied OR will study) more for your examinations.

A Quick Review : After you have studied each page the first time, you can save much time by writing --15-- (the only OR only OR only the OR only a OR an only OR a only) answer to each question.

A little practice every day is much better --2-- (than OR then to OR that OR then) five hours of practice in a single day.

The Correct Answers

1 write out 2 than 3 before 4 until 5 choose 7 a record 8 until 9 underline 11 study 13 correct 15 only the 17 answer 0 each

Studying on your own.

Everyday English Idioms

Why does the teacher --1-- us everyday English idioms? (learn OR teach)

It is simply because these expressions are --5-- as part of everyday speech. (accepted OR excepted OR parled)

In --9-- native language, a speaker uses idioms without thinking about them. (his OR the) They come naturally.

It is a different --13-- when he tries to speak in a second language. (story OR thing OR reason OR history)

If he doesn't --17-- some of these everyday idioms, his speech will remain awkward and stilted. (employ OR use)

To master a foreign language, we must be able to --21-- it. (read OR speak)

We need to practice reciting and repeating these expressions until they sound --25--. (natural OR naturally)

Idioms cannot be literally translated word for word from one language into --29--. (another OR other)

To --3-- ice, we must freeze water. (make OR manufacture OR thaw)

To --7-- a piece of ice into many small pieces, we must use an ice pick. (break OR fracture OR romp)

Thus, "to break the ice" has a very --11-- meaning. (literal OR litteral)

Its literal meaning refers to --15-- (pieces of frozen water OR making a new friend)

As an idiom, it has --19-- meaning. (a different OR exactly the same)

Thus, we can say, "Once he and I broke --23--, we became good friends." (ice OR the ice)

A student trying to brush up on his correct use of idioms must begin to polish the --27-- in his everyday speech. (angles OR rough spots)

If he can master these expressions, he will be in the --2-- of his teacher. (good graces OR little papers)

He will then be able to 'know his' second language --6--. (as his pocket OR inside out)

His fluency will be considered as good as --10--. (bread OR gold)

He will not be mistaken for a --14-- whom others can mislead and ridicule. (milk cow OR sucker OR milk bottle)

Expressing himself or herself will be as easy as taking --18--. (candy from a baby OR water from the sea)

If he misuses these idioms, people will laugh up their --22-- at him. (beard OR sleeves OR nose)

He will not be somebody to --26--. (sneeze at OR spit on)

Conversation will become as easy as --4--. (apple pie OR billiards)

His plans will run like --8--. (clockwork OR on rollers)

In his second language, he will feel as happy as a --12-- (bug in a rug OR fish in water)

1 teach 2 good graces 3 make 4 apple pie 5 accepted 6 inside out 7 break 8 clockwork 9 his 10 gold 11 literal 12 bug in a rug 13 story 14 sucker 15 pieces etc 16 a 17 use 18 condy etc 19 a different 20 a 21 speak 22 sleeves 23 the ice 24 on 25 natural to us 26 sneeze at 27 rough spots 28 idioms 29 another 30 meanings 31 alter

Some Useful Everyday Questions

--2-- is your name? (What OR Who)

--6-- me your name. (Answer OR Tell)

When were you --10--?
(born OR borned)

Tell me your --14--.
(anniversary OR birthday)

Do you --18-- flowers?
(like OR like the OR like s)

Which is your favorite --22--?
(saison OR season OR seasonings)

Tell us about your --26-- occupation.
(father OR father's)

Where do you --4--? (live OR lived)

What --8-- a jet? (is OR is this)

Does your mother --12-- sew?
(like OR like to)

Do you --16-- movies? (like OR like the OR prefer OR love)

Do you ever go --20--? (bicycle OR bicycle riding)

Has your father a --24--?
(beard OR whisker)

Spell --28-- "beard."
(me OR the word)

Are you --1-- child, or do you have some sisters and some brothers?
(a lonely OR an only)

For --5-- did you vote in the recent election? (which OR who OR whom)

For --9-- (which OR whom) candidate did you vote in the recent election?

Please, help --13--. (I OR me)

How --17-- are you? (high OR tall)

I am exactly five --21-- tall.
(feet OR foot)

My sister is five feet, four --25-- tall. (inch OR inches)

I used to be four feet, eleven inches tall --29-- years ago.
(during three OR three)

I like to speak English when --3-- many people around.
(it isn't OR there aren't)

I --7-- this language when I began to enjoy modern music. (fell in love with OR got loving)

In my English class, --11-- are more girls than boys. (there OR we)

We have not yet begun to study our --15-- book. (literature OR litterature)

--19-- car is a brand new one.
(Our OR Our family)

I --23-- to Montreal last weekend.
(plan to go OR went)

I --27-- play hockey.
(like OR like to)

Last Sunday, I --31-- bowling.
(played to OR went)

--30-- is a clerk. (He OR His occupation)

1 an only 2 What 3 there aren't 4 live 5 when 6 Tell 7 fell etc 8 is 9 which 10 born 11 there 12 like to 13 me 14 birthday 15 literature 16 like 17 tall 18 like 19 Our family 20 bicycle riding 21 feet 22 season 23 went 24 beard 25 inches 26 father's 27 like to 28 the word 29 three 30 He 31 went 32 try 33 to 34 speak

Progress Requires Effort Each Day

Which do you prefer : --3-- or repetition as a means of learning a second language? (discusion OR discussion OR disoution)

Do you enjoy --7-- the same sentences over and over again until they sink in? (repeating OR repeting)

I like discussions in --11--. (class OR cours OR course OR classes)

I find them to be much more --15-- than constant repetition. (interessing OR interesting)

I find it easier to learn --19-- this way. (English OR english)

--23-- do you find it more enjoyable and more interesting? (For what OR Why)

It helps me --27-- more in less time. (learn OR learnt OR apprehend)

It makes me realize that other students no smarter than myself can already --1-- English in class. (talk OR speak)

If they --5-- do it, so can I. (can OR may OR will OR have)

Even if I make a few mistakes, I will improve if I say --9-- during the class discussion. (nothing OR something)

The only way to settle my pronunciation difficulties is to --13-- more. (speak OR write OR read OR print)

To get olives out --17-- a bottle is easy after the first olive is out. (from OR of OR inside OR outside OR in)

In a discussion, your most --21-- sentence will be your first one. (difficilt OR difficult OR obstacle) After that, the rest come easy.

To be able to discuss in class, you must prepare yourself the night --25--. (before OR after OR yesterday OR today)

If you wait until the --4-- minute to think of what you wish to say, you may find yourself speechless. (first OR last OR today OR late)

If you prepare yourself before you --8-- class, you will find it much easier to participate in the discussion. (arrive in OR get to OR got to)

Why do some students not discuss --12-- class? (at OR much in OR in)

There are --16-- reasons why students do not take part in the discussion. (many OR much OR more OR mores)

Some students are afraid of making a --20-- in public. (mistake OR misteak)

Other students have --24-- to prepare themselves for the discussion. (forget OR forgotten)

Listening during a discussion is a good way to train your --28-- to the sounds of a foreign language. (ear OR hear OR eye OR fingers)

After a while, the correct pronunciation and grammar will become helpful --2-- that can save you a lot of time. (habits OR habitude OR habitudes)

The real joy of a foreign language is to be able to --6-- ourselves. (express OR gain points OR embarrass)

1 speak 2 habits 3 discussion 4 last 5 can 6 express 7 repeating 8 get to 9 something 10 a 11 class 12 much in 13 speak 14 an 15 interesting 16 many 17 of 18 in 19 English 20 misteke 21 difficult 22 at 23 Why 24 forgotten 25 before 26 a 27 learn 28 ear 29 training 30 long 31 way

Translate into English —61—

Pay special attention to the words that are underlined.

Le bataille fut gagnée par le général De Gaulle.

Les Iroquois tuèrent le père Brébeuf.

Il lutte contre l'amiral Davis.

Nous sommes prêts, mon capitaine.

Voici le drapeau, mon colonel.

Avez-vous acheté une machine à laver, ma tante.

Regardez dans le volume 14, à la page 7.

Il est le commandant de l'escadron 9.

Robert travaille dans le département D.

Il trouve le russe difficile.

Il professe le catholicisme.

L'Eglise emploie le latin.

Je l'ai vu mercredi dans le mois de mai.

Aujourd'hui est le jour de l'An.

Chicago est situé sur le lac Michigan.

Les enfants aiment le parc Victoria.

Je l'ai vu sur la rue Ste-Ursule.

Il y a beaucoup de bateaux sur les Grands lacs.

Paris est la capitale de la France.

J'étudie la grammaire anglaise.

Lindberg traverse l'Atlantique.

Use these words in an English sentence

Be sure to pay special attention to capitalization and use of articles.

. . . by Lieutenant Kennedy . . . by General Eisenhower

. . . Father De Smet . . . Archbishop McGinnis . . . Reverend Father Smith . . . Captain Williamson . . . Major Benson

. . . Lieutenant . . . Lieutenant Admiral . . . Brigadier General . . . Sergeant . . . Corporal

. . . Uncle . . . Cousin . . . Brother . . . Sister . . . Mother

. . . in Volume 19, on page 8

. . . Regiment 13 . . . Section XIII . . . M Squad . . . Team 27 . . . Platoon 9

. . . Spanish . . . German

. . . Protestantism . . . Hinduism

. . . Greek . . . Norwegian

. . . Friday . . . November . . . Christmas . . . Thanksgiving Day . . . New Year's Day . . . Epiphany

. . . Lake Erie . . . Lake Huron

. . . Marquette Park . . . Avon Park

. . . St. Anne Street . . . First St.

. . . the Finger Lakes . . . the Thousand Islands . . . the Twin Islands

. . . Belgium . . . Mexico

. . . Spanish . . . German

. . . the Pacific . . . the Atlantic

I Am Very Happy Today

I feel —101— today. (great OR tall)

Right now, I feel ten feet --13--.
(great OR grand OR tall OR height)

I'm not --1-- of anything.
(afraid OR feared OR scare OR right)

Today is my --5-- day. (luck OR lucky)

I'm really in the --9-- of condition.
(blue OR pink OR red OR green OR white)

I --17-- everyday were like today.
(went OR wish OR desire OR like OR love)

I feel like —21— myself.
(enjoy OR enjoyed OR enjoying OR hating)

I went to --25-- myself to see if
it's for real. (hate OR hit OR hitting)

I never felt so --3-- before.
(good OR goodly OR rest OR happily)

This is —7— my happier moments.
(one OR one of OR another OR the)

This is one of my happiest --11--.
(moment OR moments OR time OR hour)

I really felt --15-- when you said
that. (grand OR heavy OR deflated)

It made me feel so --19-- to be your
friend and companion. (proud OR empty)

I can't remember ever feeling so --23--.
(great OR insignificant OR sick)

It's my --27-- day, today.
(look OR luck OR lucky OR chance)

I'm in a --2-- mood, today.
(good OR well OR pensive OR bad)

I'm really --6--. (glad OR mad OR sad)

I can --10-- happiness knocking at my
door. (hear OR heard OR hearing OR ear)

How can anyone be --14-- on a day
like today? (glad OR sad OR sadfull)

--18-- is just around the corner.
(happiness OR happyness)

I am quite --22-- today.
(joy OR joyful OR joyfull OR full)

I'm bubbling over --26-- enthusiasm.
(of OR with OR at OR above OR on)

Happiness has --4-- me all day long.
(follow OR followed OR following)

Today has --8-- happy day for me.
(been OR been a OR being OR was a)

My heart --12-- with joy.
(overflow OR overflows OR rains it)

I am in --16-- spirits.
(great OR low OR greats OR goods)

It was a --20-- fun. (lot OR lot of)

There's good --24-- tonight.
(new OR news OR report OR reports)

I feel quite --28-- right now.
(cheer OR mine OR cheerful OR riant)

I'm --30-- happy to do it.
(more OR more than OR less not)

I —29— it. (live OR love)

1 afraid 2 good 3 good 4 followed 5 lucky 6 glad 7 one of 8 been a 9 pink 10 hear 11 moments 12 overflows 13 tall 14 sad 15 grand 16 great 17 wish 18 happiness 19 proud 20 lot of 21 enjoying 22 joyful 23 great 24 news 25 hit 26 with 27 lucky 28 cheerful 29 love 30 more than 101 great

Right Now, I Feel Like Smiling.

Everything went --102-- today.
(left OR leftly OR right OR rightly)

I'm glad nothing went --1--.
(right OR left OR right OR wrong)

Good fortune is --5-- on me today.
(smile OR smiles OR smiling OR smiled)

--9--, I am satisfied.
(For moment OR For the moment OR It)

--13--, I feel quite jolly.
(Right OR Right now OR At now OR They)

--17-- present moment, I am very happy. (At OR At the OR In OR In the)

That meeting --21-- me very glad.
(made OR mades OR make OR making)

The --25-- day went well.
(entier OR entire OR all OR hole)

--3-- good it is to be alive.
(How OR What OR Which OR How so is)

Life can be so beautiful --7--.
(at times OR time OR times OR ats)

This --11-- one of my happiest moments.
(has OR is OR have OR been OR having)

When I got up this morning, I felt --15-- singing. (to OR like OR for OR in)

I --19-- feel alive. (real OR really)

It --23-- real joy to be alive.
(is OR is a OR being OR having OR been)

I've been --27-- all day.
(the smile OR smile OR smiling OR smiled)

I can't --2-- from smiling.
(keep OR stop OR keeping OR stopping)

I feel --6--. (grate OR great)

I can't --10-- smiling.
(stop OR stop from OR stopped OR ending

I'm happy --14-- what I've got.
(at OR for OR with OR in the OR in for)

I couldn't wish for anything --18--.
(best OR better OR more better OR ice)

I feel better --22-- usual this morning. (then OR then OR there OR the)

I've been blessed with good --26--.
(chance OR fortune OR chances OR lucks)

Yesterday, I --4-- terrible. Today, I feel fine. (feel OR felt OR feeling)

I'm --8-- better. (getting OR get)

Things are --12-- up.
(looking OR regarding OR spectating)

What a --16-- coincidence!
(happiness OR luck OR lucky OR chances)

I feel --20-- pep and ready to go.
(filled OR full of OR plenty OR many)

I'm wide --24-- right now.
(awake OR wake OR wake up OR get up)

I lead a --28-- life. (charmingly OR charm OR charmed OR chanced win)

I've been --31-- fortunate.
(quiet OR quite OR quietly OR quitely)

Things are going --29-- I want them to. (the way OR way OR ways OR as well)

1 wrong 2 keep 3 How 4 felt 5 smiling 6 great 7 at times 8 getting 9 For the moment 10 stop 11 is 12 looking 13 Right now 14 with 15 like 16 lucky 17 At the 18 better 19 really 20 full of 21 made 22 than 23 is a 24 awake 25 entire 26 fortune 27 smiling 28 charmed 29 the way 30 a 31 quite 32 an 102 right

A Few Classroom Prayers

At the Beginning of Each Prayer

Let —151— remember . . .

. . . that —1— are . . .

. . . --5-- holy presence of God.. . . .

The Lord's Prayer

-- the Our Father

Our —9— . . .

. . . who art --13-- heaven . . .

—17— be . . .

. . . --21-- name;

--25-- --29-- come,

--3-- will be done . . .

. . . on --7-- . . .

. . . as it is --11— heaven.

Give us —15— . . .

. . . our daily --19--;

and —23— us . . .

. . . our —27— . . .

—31— we forgive —33— . . .

--35— trespass against us.

And —37— us not into —39—,

But --41-- us from —43—. Amen.

The Sign of the Cross

--2-- name . . .

. . . --6-- Father . . .

. . . --10— the Son . . .

. . . and of the Holy —14—.

--18--.

The Doxology -- the Glory Be

Glory --22-- . . .

. . . --26-- the Father . . .

. . --30-- to the Son . . .

. . . --34-- the Holy --38--.

As it was --42-- beginning,

--4-- now,

and --8-- shall be,

--12-- without end. Amen.

Prayer Reader : --16-- Jesus

in our --20--.

Class : --24--!

1 we 2 In the 3 thy 4 is 5 in the 6 of the 7 earth 8 ever 9 Father 10 and of 11 in 12 world 13 in 14 Spirit 15 this day 16 Live 17 hallowed 18 Amen 19 bread 20 hearts 21 thy 22 be 23 forg ive 24 Forever 25 thy 26 to 27 trespas- ses 28 s 29 kingdom 30 and 31 as 33 tho se 34 and to 35 who 36 s 37 lead 38 Spi rit 39 temptation 41 deliver 42 in the 43 evil 151 us

The World of Sports and Athletics (No. 157)

Tell me the name of your favorite --7--.
(sport in winter OR winter sport)

Is your favorite summer sport baseball, tennis, ping-pong, --3--, hiking, rowing, water skiing, or volleyball?
(natation OR swimming)

Do you --11-- many sports during the summer? (play OR practice)

How did you --15-- your weekend?
(occupy OR spend)

Which sport do you like --19-- of all?
(best OR more)

Do you play any --23-- sports?
(other OR others)

Do you have any other --27-- besides athletics and sports?
(distractions OR leisure time activities)

I often go walking for --31--.
(my pleasure OR relaxation)

Do you like --1-- very much?
(sport OR sports)

My favorite sport is --5--.
(skiing OR the ski OR the sky)

I often go skiing --9-- a nearby hill.
(at OR on OR to OR in OR off)

I --13-- (advise OR recommend)
this sport for everyone in good health.

I personally will continue to ski as long as it --17-- possible to do so.
(is OR will be OR has been)

You could almost say that this is my favorite --21--. (hobby OR occupation)

Do you --25-- skiing?
(go often OR often go)

Who is the Grenoble women's skiing --29--?
(champion OR championne)

Why --33-- play football?
(cannot girls OR girls cannot)

I like to --2-- people playing football. (see OR watch)

What are the sports that you play most --6--? (frequent OR frequently)

I like swimming, horseshoes, and other --10--. (sport OR sports)

Tell me the reason --14-- you play sports so much. (because OR why)

I play --18-- because I like to skate and I like to compete.
(hockey OR the hockey game)

I go --22-- because I like the excitement that goes along with it.
(hunting OR the hunting OR chasing)

I realize that there are many --26-- who have never gone hunting in their entire life. (people OR peoples)

While my brother went hunting, I began to knit a sweater; --30-- color is blue. (his OR its)

I like to walk around and --4-- things. (admire OR look at)

Walking to school every morning is --8-- exercise. (correct OR good)

While tramping through the forest, I can admire the --12-- and beauties of nature. (paysage OR scenery)

Even the quiet --16-- of the woods are quite relaxing. (noises OR sounds)

I --20-- approximately one hour per day walking. (pass OR spend)

1 sports 2 watch 3 swimming 4 look at 5 skiing 6 frequently 7 winter sport 8 good 9 on 10 sports 11 play 12 scenery 13 recommend 14 why 15 spend 16 sounds 17 is 18 hockey 19 best 20 spend 21 hobby 22 hunting 23 other 24 rock 25 often go 26 people 27 leisure etc 28 on 29 champion 30 its 31 relaxation 32 a 33 cannot girls

Going Skiing on the Ski Slopes

Skiing is a --402-- winter sport. (popular OR popular of OR populated)

One reason for its popularity can be found in the excitement of --12-- in the snow. (policy OR playing OR play)

In the great outdoors, a person doesn't feel --8-- up. (coop OR cooped)

When you're not skiing, you can walk around in --4--. (racket OR snowshoe OR snowshoes OR shoesnow OR shoessnow)

To be able to go skiing is --16-- happy event for most people. (a OR an)

Some people think skiing is the --20-- sport in the whole world. (best OR better)

It takes --24-- of courage to take up this sport. (a lot OR a lots OR much)

If you are a --2-- at this sport, you will need help getting used to it. (beginner OR person who is learning)

Be sure you get a good skiing --6--. (instruct OR instructor OR instructer)

Wear fur-lined boots, a pair of stretch slacks, a warm jacket, a comfortable cap, and --10--. (mostens OR mittens OR pants)

If you fall down, you must start --14--. (at new OR all over again OR at the new)

A Few Things to Consider - Be sure you are in good --18-- before you go skiing. (healthing OR shape OR sanety)

Last Christmas, one --22--, a friend of mine, broke her leg while skiing. (year OR young lady OR young man)

This was --1-- ago. (year OR a year)

Since --5--, she hasn't gone skiing. (then OR this year OR that year OR it)

Maybe, --9-- afraid it might happen again. (she has OR she's OR she could)

All I know for sure is that she has --13-- gone skiing after her accident. (ever OR never OR not never OR not to)

--17--, she may change her mind and start skiing again. (Laster OR Later on OR In year OR A year OR The some year)

After all, it's a dangerous sport, but it's not --21-- dangerous. (a much OR that OR this too to be)

How I Feel About Skiing

I liked skiing --3-- time I went. (first OR a first OR the first OR at a)

I still like --7--! (him OR her OR it OR this OR that)

I like it --11-- I did the first time I ever went skiing. (so much then OR just as much as OR the same much)

I like to ski in some --15-- place. (ecarted OR out-of-the-way OR out-way OR divergence OR difference OR aside)

You might ask, "How --19--?" (that OR this OR here OR come OR hither)

It's --23-- because I enjoy it. (simple OR simplely OR simply OR that)

1 a year 2 beginner 3 the first 4 snowshoes 5 then 6 instructor 7 it 8 cooped 9 she's 10 mittens 11 just as much as 12 playing 13 never 14 all over again 15 out-of-the-way 16 a 17 Later on 18 shape 19 come 20 best 21 that 22 young lady 23 simply 24 a lot 402 popular

Skiing is --24-- of fun.

Automobile -- The Car of My Dreams

I like to talk --41-- my automobile.
(on OR about OR a lot OR discussion OR it)

My favorite car is --11-- 850.
(the Yukon OR Yukon OR yukon OR The Yukon)

It costs about $2,000 --7--.
(brand new OR new brand OR new all over)

This --3-- of car is quite nice to look at. (type OR types OR sorts kinds)

It is quite --15--. (flash OR flashy)

I like it when people look --19-- as I drive down the street. (at me OR me)

My car --23-- blue with a racing stripe down the middle. (is OR is color)

Blue is --27-- color.
(my OR my favorite of OR favorite)

This car --1-- two doors.
(has OR have OR it has OR it have OR are)

It --5-- five passengers.
(carries OR carrying OR carried OR carry)

If you know --9-- drive, this car is quite easy to operate. (how OR how to)

--13-- are three pedals.
(They OR There OR This OR It OR Their)

--17-- are the brake, the accelerator (or the gas), and the clutch.
(They OR There OR This OR It OR their)

The --21-- causes the car to stop.
(break OR brake OR brakement OR frein)

The brake --25-- the car. (is stop OR stops OR stopping OR have stopped)

The accelerator makes the car go --2--.
(faster OR fastest OR slow OR slowly)

To travel faster, I must step --6-- the gas. (up OR on OR in OR onto OR a)

To go slower, I must take my --10-- the gas. (away OR foot off OR feet off)

Then, I can also step --14-- brake.
(on OR the OR on the OR upon a OR my)

There --18-- five gears for the various speeds. (are OR is OR be OR has)

The car must be --22-- neutral to start. (in OR in the OR in a OR at the)

If I had --26-- transmission, I would not have to shift from first, to second, to third, and then to fourth gear.
(automatic OR automatical OR matique)

In fourth gear, I can reach my --4-- speed. (high OR top of OR top OR vite)

Driving is serious --8--.
(business OR commerce OR affairs)

I don't believe in --12-- around at the wheel. (play OR playing OR joke)

All too often, horseplay can result in an --16--. (accident OR event bad)

I don't want to have to --20-- between life and death.
(choice OR chose OR choose OR pick out)

I have made my --24--. I want to live. (choice OR choose OR decide it)

1 has 2 faster 3 type 4 top 5 carries 6 on 7 brand new 8 business 9 how to 10 foot off 11 the Yukon 12 playing 13 There 14 on the 15 flashy 16 accident 17 They 18 are 19 at me 20 choose 21 brake 22 in 23 is 24 choice 25 stops 26 automatic 27 my 28 to 41 about drive

This car is easy --28--. (drive OR to drive OR drived OR driving of it)

A Definition of Ugly --

A World Without Trees

I like --412--. (the trees OR trees)

To me, trees represent the power and the beauty --4-- nature. (of OR of the)

I like to --8-- trees.
(look OR look at OR look to OR look the)

To me, a tree is --12--.
(noble something OR something noble)

I can't imagine what life on earth would be like without --16--.
(tree OR trees OR the tree OR him OR her)

Every time I see a tree, I think --20-- lot of things.
(a OR the OR at a OR of a OR to a OR for)

What I Think About When I See A Tree

I --24-- how old this tree is.
(ask me OR me ask OR wonder OR wonder me)

I wonder if --2-- were living before I was born. (it OR he OR she OR that)

I wonder if this tree will --6-- be alive when I am dead and gone.
(always OR again OR still OR again to)

It is an emotional experience for me to --10-- a tree. (look to OR look OR regard OR regard at OR look at OR vide)

Were my parents and grandparents alive when this tree was --14--?
(born OR birthed OR plant OR planted)

This --18-- very moving experience.
(is OR is a OR is the OR can to be a)

I feel like laughing and crying --22-- same time. (at OR at a OR at the)

It's a wonderful and --1-- exciting experience to look at a tree.
(a OR an OR the OR to be it is)

--5-- makes me stop and think for a few minutes on what life is all about.
(it OR that OR It OR That OR Those)

--9-- life seems so short.
(my OR the OR My OR The OR That OR It)

Someday, I will --13--.
(death OR dead OR die OR to die dead)

Yet, this tree may --17-- go on and on for a much longer time.
(again OR always OR still OR forever)

A Tree I'll Never Forget

My grandfather was --21-- old man when he died. (a OR an OR thhe)

When he --3-- young boy, he planted an oak tree. (was OR was a OR were)

He --7-- six years old. (had OR had then OR was then OR were OR have)

The young oak sapling had a very fragile --11--. (apperence OR apperance OR appearance OR appairance)

My grandfather took care --15--.
(it OR for to it OR of it OR at it)

He --19-- it every day.
(drank OR drinked OR drunk OR watered OR cau-igated OR arrosated OR wet)

1 an 2 it 3 was a 4 of 5 It 6 still 7 was then 8 look at 9 My 10 look at 11 appearance 12 something noble 13 die 14 planted 15 of it 16 trees 17 still 18 is a 19 watered 20 of a 21 an 22 at the 23 in 24 wonder 25 a 412 trees

Do you like --16--? (tree OR trees)

My Grandfather's Tree

My grandfather --413-- with his tree. (grew OR grew up OR granded OR grown)

They both --1-- together. (greated OR grew OR grew up OR Granding OR Grow OR grending OR grewing OR grewing up)

When he went --5-- grade school, he played many games. (to OR to the OR at)

He used to --9-- cowboys and Indians under the same tree. (play OR play at)

While he attended high school, he --13-- a young girl's initials on that tree. (craved OR graved OR engraved OR made to print OR carved OR chisel)

A year later, she died --17-- flu. (of in OR of a OR the OR a OR beaten in OR because in OR in the OR of the)

However, --21-- initials are still there. (her OR hers OR his OR his')

They are almost --3-- and hard to read now. (illesible OR incomprehensible OR illegible OR illegeable)

However, --7-- grandfather could always read them. (a OR my OR the Mr.)

Time Marches On

My grandfather --11-- away from that house when he was nineteen. (removed OR going out OR unmoved OR moved OR depart)

He moved --15-- a part of town about two miles away. (in OR away in OR to)

A few years later, my father --19--. (born OR borned OR was born OR were born)

About that same time, my grandfather's --23-- house was torn down. (ancient OR aged OR old OR olding)

It was demolished to make --2-- for a new highway. (place OR room OR ways)

Today, the tree --6-- there. (was OR was always OR was again OR as still OR here is OR is till OR is still OR a)

--10-- roots are buried deep in the ground. (his OR His OR its OR Its)

The year before his --14--, my grandfather took me to see "his" tree. (die OR dead OR died OR death OR morte)

I Almost Didn't Go With Him

That morning, I didn't --18-- very energetic. (feel OR was OR were to be)

I didn't feel like doing --22--. (anything OR anythings OR nothing)

I --4-- go with him that day. (almost didn't OR didn't almost OR am)

I'm glad --8-- went. (to be OR to be to OR I OR for me to)

That was the day --12-- showed me the tree and the initials, J.C.C. (he OR where he OR when on he OR at he)

I --16-- a beautiful and colorful leaf that day. (took OR picked up OR brang OR take with my hand OR handed)

--20-- it is old and dried out, but I still have that leaf. I don't intend to ever throw it away. (this day OR This day OR today OR Today OR Two days)

1 grew up 2 room 3 illegible 4 almost didn't 5 to 6 is still 7 my 8 I 9 play 10 Its 11 moved 12 he 13 carved 14 death 15 to 16 picked up 17 of the 18 feel 19 was born 20 Today 21 her 22 anything 23 old 24 a 413 grew up

This is all --8-- recall. (I OR he)

I'm Still Not Sure Exactly What Went Wrong

-- But It Was Unforgettable ---

--421— (Last month of OR At the last month of OR Last OR Final OR On the last month of) May, we --1-- (was went OR were went OR went OR goed) --5-- (at OR to OR by OR for OR of OR on OR with) Montreal to --9-- (record OR recording OR register) a television --13--, (programme OR program OR emission)

--17-- (There OR We OR These OR Those) were about --21-- (cinqty OR fivety OR fifty OR fifety) of --25--, (us OR we OR our) all --29— (youngs OR tenagers OR teenagers OR teenager OR youth OR young-ager OR youth-seers) on our way to the television --33-- (post OR paste OR station) --37-- (by OR on OR with OR in OR within OR under) bus.

The Shortest Part of the Trip : We got --41— (here OR there) just a few --45-- (minute OR minutes) before the --49-- (recording OR registration) was --53-- (begin OR to begin OR to begun).

Our --57-- (ninty OR ninety) --61-- (mile OR miles) bus trip --65-- (leave OR left OR lefts OR leaved) us feeling very --69--. (fatigue OR tired OR tire)

After --3-- (a OR the OR some) --7-- (record OR recording) session, we went --11-- (in OR out) --15-- (for to OR to) eat in the --19-- (approximate OR propinquate OR nearby OR nearly OR preach OR present) restaurants and cafes.

All Set to Return : At 10 --23--, (hours OR on the clock OR pm OR clocis OR oc'lock OR clocks) we found --27-- (in OR out OR this) the bus had a --31-- (plat OR plate OR puncture OR hole OR explode OR flat OR plain) tire. We would --35-- (have OR had) to --39-- (attend OR wait) until it was fixed.

Some --2-- (us OR of us) went --6-- (for OR for a) walk --10--, (inside OR at OR to OR with OR in OR into, the city --14-- (other OR others) --18-- (go OR goed OR wanted OR went) --22--. (seeing-sights OR sightseeing OR tourisming)

We --26-- (had OR have OR haved) a --30-- (lot OR lot of OR lots) time to --34-- (kill OR murder OR assinate) before the --38-- (reserve OR spare OR help OR rechange OR thin) tire could be located and --42--. (changed OR fix)

A Lot of Fun : All this --46-- (take OR taked OR took OR tooked) a lot of --50—. (hours OR time)

The bus was --4-- (ready OR readly OR prepare) to leave --8-- (at OR on) 5 am, but it --12-- (take OR taked OR took OR tooked) until 6 am to round --16-- (down OR up OR together OR ensemble) all fifty of us in our group.

We got --20-- (back OR front OR to) home at 7:45 am. I --24-- (said OR told) to my mother, "Don't --28-- (mind OR think) me, I --32-- (just OR justly) dropped --36-- (it OR on) for breakfast." She --40— (feel OR felt OR feeled OR is feeling) very --44-- (relieved OR releived OR soulaged) --48-- (for to OR to) see me back in --52-- (a OR one) --54-- (peace OR pice OR piece) after 27 minutes at Radio Canada and 16 hours in the bus.

1 went 2 of us 3 the 4 ready 5 to 6 for a 7 recording 8 at 9 record 10 in 11 out 12 took 13 program 14 others 15 to 16 up 17 There 18 went 19 nearby 20 back 21 fifty 22 sightseeing 23 pm 24 said 25 us 26 had 27 out 28 mind 29 teenagers 30 lot of 31 flat 32 just 33 station 34 kill 35 have 36 in 37 by 38 spare 39 wait 40 felt 41 there 42 changed 44 relieved 45 minutes 46 took 48 to 49 recording 50 time 52 one 53 to begin 54 piece 57 ninety 58 a 61 mile 65 left 67 a 69 tired 421 Last

Learning to Understand the Guitar --451--

The first time I ever played the guitar was --8-- party. (at a OR in the)

I have played the guitar now for a year and --4--. (a half OR half)

It is a lot of fun playing --12--. (her OR it)

Like all --16--, the guitar requires much time and much practice. (instruments of music OR musical instruments)

Before --20-- could play songs on my guitar, I had to practice musical chords. (I OR that I)

Chords are --24-- difficult to learn. (much OR very)

First of all, there are --28-- chords. (much OR many)

Many songs --2-- as many as twelve different chords. (has OR have)

Most songs have at --6-- three chords. (least OR minimum OR moinst)

Some complicated songs have --10-- than twelve chords. (more OR much)

--14-- depends upon how much variety there is in the individual song. (It OR It all)

People want to find out what I plan to --18-- in life. (do OR make)

--22--, I didn't know what to tell them. (At first OR Originally OR Immediately)

Some people thought that perhaps I wanted to play the guitar as a --26--. (job OR livelihood OR business)

I play the guitar because it's a good --3--. (distraction OR source of fun)

Just the other evening, I played some --7-- at my sister's birthday party. (dance music OR music of dance)

It was a lot of fun because I --11-- of having a good time. (am fond OR fond)

It is a wonderful experience to play --15-- instrumentlike the guitar. (a musical OR musical)

It is even possible to play --19-- music. (classic OR classical)

I can play both --23-- and foreign songs with ease. (french OR French)

In a singing group, --27-- are usually four people. (there OR they)

One of them usually --1-- the guitar. (play OR plays)

Most of my friends find it enjoyable to listen --5--. (music OR to music)

Eventually, my sister and I will take lessons --9-- the piano. (of OR on)

Music is a good way to --13--. (untense OR unwind)

Eventually, we will be able to play --17-- together. (jazz OR the jazz)

We also want to be able to play --21-- music. (dancing OR the dancing)

As I grow more mature, I find that music is one way to appreciate the --25-- things in life. (delicate OR finer OR slender OR linen OR thin)

1 plays 2 have 3 source of fun 4 a half 5 to music 6 least 7 dance music 8 at a 9 on 10 more 11 am fond 12 it 13 unwind 14 It all 15 a musical 16 musical instruments 17 jazz 18 do 19 classical 20 I 21 dancing 22 At first 23 French 24 very 25 finer 26 livelihood 27 there 28 many